

**"The Value Creation Wheel as a supporting tool for Social Impact and Social
Entrepreneurship in a Developing Country:**

How to stimulate vocational development in young women?"

"Most people spend more time and energy going around problems than in trying to solve them."

- Henry Ford

Abstract

This case study describes the application of the VCW – Value Creation Wheel to a social impact project carried out by Girl Move, a social organization operating in the region of Nampula, Mozambique. The objective of the project is to stimulate the empowerment of young women in a developing country, by fostering leadership competencies, teaching and mentoring skills, and consequently present of a career path that will have an impact on society. The VCW is a meta-framework that can help to achieve different types of objectives (both individual or organizational), as it is adaptable to a wide range of situations. This case highlights how the benefits brought by the VCW were of great help to solve different challenges associated with individual insecurities and hesitations, helping young people trying to define their professional future, and their desire to fulfill their vocation while having an impact on the world.

Key words: value, co-creation, innovation, social entrepreneurship, social organization, social impact, employability, developing country, Mozambique

Introduction

Alexandra, CEO of the social organization Girl Move, had one precise objective: help young girls to realize their dreams despite unfavorable environmental conditions, and foster women empowerment in developing countries. In the past few years, by carrying out programs based on education and competences enhancement, Girl Move helped a considerable number of Mozambican young women to define their career path and achieve their professional projects. In 2016, Alexandra set the ambitious challenge to grow while increasing Girl Move's range of action and outcomes. After analyzing different solutions offered by consulting firms to improve organizational results, she was not convinced by any of them: none of the existing possibilities seemed to be able to help her to reach her goals.

Coincidentally, Rita, a close friend of Alexandra, had recently found a disruptive, innovative methodology to solve a personal challenge. While she was going through a period characterized by a lot of changes, Rita, indeed, faced an issue met by most of the recently graduated students: the uncertainty and hesitations about the right career choice. To overcome her doubts, she used a tool that she had discovered during her studies, in the Doctoral School of Nova University: the VCW – Value Creation Wheel. Thanks to this method, Rita could reinvent her professional career. First, she needed to define herself (biologist, e-learning expert, project manager, team leader, problem solver...), what she could offer (expertise, network, strategy), who could need it (universities, companies, accreditation agencies) and for what purposes (offer increase, repositioning, new audiences targeting) what she valued (strategy, social impact, higher education, autonomy, flexibility, salary...). After analyzing her own *brainwriting* as well as the brainstorming of possible solutions with her peers and family, she designed various profiles able to fit her, and found out that she had to balance her research career with her family constraints.

The most adequate option given the family constraints was an academic career; though, Rita was not totally satisfied with the final outcome, so she removed the family constraints, and obtained another result: e-learning and research consultant, a career that she could reasonably conciliate with her family life. Finally, she identified her potential future partners (research universities, technology providers, e-learning network of contacts, amongst many others). Nowadays, Rita already initiated her new life as an e-learning and research consultant. This positive experience with a concrete outcome led Rita to recommend the VCW to her friend Alexandra, in order to achieve Girl Move's endeavors.

This experience shows that the VCW offers a concrete solution to the initial challenge and helps to define the adequate concrete actions to undertake in order to realize the designed project. Moreover, in all of its steps, the VCW is highly customizable and adaptable and it can be applied to any type of problem or project (individual or group concerns, professional or personal issues...). Since it is highly customizable (by individuals, firms, governments and social organizations) and helps to achieve the right decision in different aspects (e.g. financial, strategic, professional...). Alexandra and Ana, Director of Girl Move in Mozambique, decided to explore more about the VCW. Seduced by the results offered by the meta-framework, they got in contact with Luís Filipe Lages, creator of the VCW, founder of the VCW Hub and Academic Director of the VCW Center, and Carlos Reis Marques, Co-Founder and Executive Director of the VCW Center at Nova School of Business and Economics (SBE) in Portugal. After discussing more in details and analyzing the extensive portfolio of VCW projects with social impact around the world (e.g. finding funding for NGOs, expanding the network of qualified volunteers, stimulating social entrepreneurship, fostering positive solutions for unemployment) that the VCW Hub has been developing for several years, Alexandra and Ana decided to integrate the VCW into Girl Move's programs, as a tool to

improve the efficiency of value creation and problem solving and optimize their results. Carlos became project executive in Girl Move's Leadership Academy program.

Benefits of the Value Creation Wheel

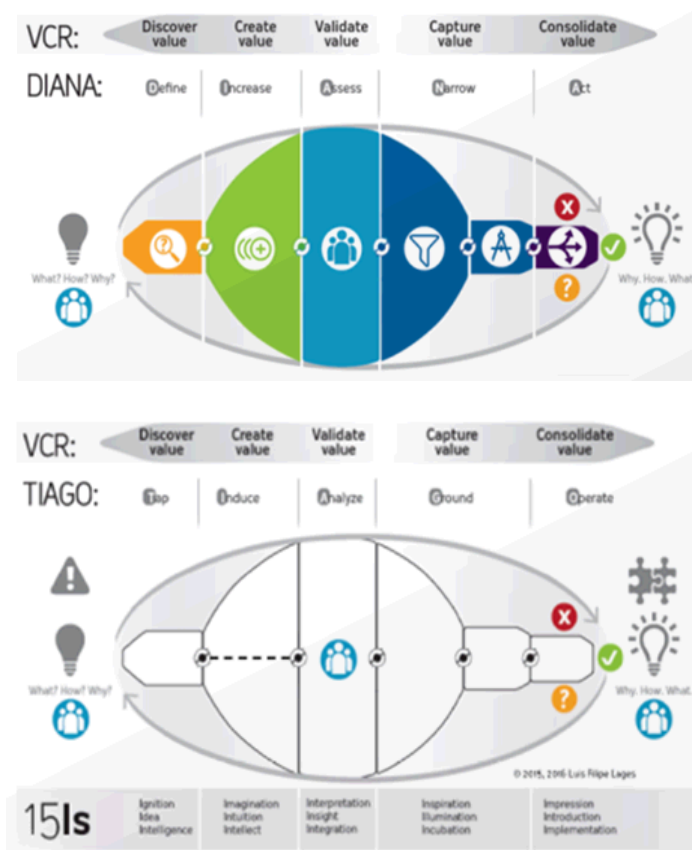
The Value Creation Wheel is a tool built to help organizations facing challenges, which could be of any kind. It can be used by companies for many purposes: for instance, to attain better cost efficiency, to design improved marketing strategies, or to realize the adaptation process they require to undertake due to a changing environment. The VCW is a disruptive, innovative methodology which contributes to problem solving. The principal breakthroughs and benefits are: the flexibility of a tool that can be applied to a very wide range of situations; the refusal to consider the present business environment as static, structured and controllable by organizations; and the provision of a process which does not only include brainstorming (which was so fashionable in the last few decades that it became mainstream and might have been overrated), but also other tools to stimulate idea generation and problem solving.

Innovation is a pillar of the VCW. Defined as "the implementation of a new or significantly improved product (good or service) or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations" (Oslo Manual, 3d edition, 2005), it is an excellent way to improve value, which is the objective of any organization (firm, Government, non-profit or social organization). The second pillar is value, or outcome of a business. As Carlos explained during the training in Nampula, value corresponds to the benefit created by all the stakeholders (customers, suppliers, employees, shareholders and strategic partners), through processes involving co-creation (collaboration between multiple stakeholders wishing to create value together through knowledge sharing and interaction) and managerial decisions, aiming at leveraging the unique positioning occupied by the entity in the market. It is

important to notice that value is not an absolute, but relative concept, which definition can vary according with the situation, actors and moment in question.

While inspired by the need to revise 20th century-based static tools used in the business environment, the VCW is made of two components: the ‘DIANA’ theoretical framework and the ‘TIAGO’ customizable method for implementation (see Figure 1).

Figure 1: The Value Creation Wheel – DIANA and TIAGO

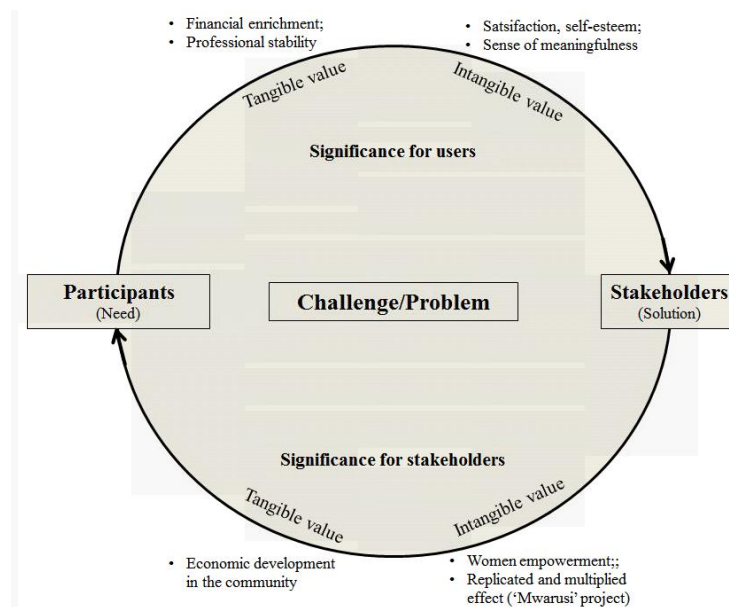


Source: Adapted from Lages (2016)

The first component is designated as ‘DIANA’, which stands for Define, Increase, Assess, Narrow and Act; it provides an overview of the method that will be used to solve problems. The second one is called ‘TIAGO’, acronym of Tap, Induce, Analyze, Ground and Operate; it is the applied tool that will allow the implementation of the aforementioned framework. The combination of both

components offers a flexible solution, adaptable to all kinds of trends and requirements (Lages, 2016). Interactive and integrative, the VCW can integrate and/or complete other approaches, instead of competing with them: it is combinable with other tools, such as the POKER method developed by the VCW Hub (consisting in informing, validating, refining, multiplying and/or discarding the ideas generated – choosing for each one of them if they are to be killed, reviewed, kept or multiplied); the Lag-User method (a seven-step process used to stimulate and implement laggards’ ideas, involving late-adopters in the development of a new product or service, considering that the lag-users focus on simplicity, cost-efficiency and specificity of use, therefore their opinion is relevant) (Jahanmir and Lages 2015); or the Value Loops model (illustration of the factors determining the success of an idea/solution: its significance or relevance, its value for the users, and its value for the stakeholders – the value including tangible and intangible components – see Figure 2) (Service, 2016).

Figure 2: The Value Loop model



Source: Adapted from Service (2016)

Besides, the application of VCW presents another advantage compared to other tools: first, it strongly encourages to collect the highest amount of ideas/solutions and criteria/filters, from sources as diverse as possible; and second, to overcome the trade-off between the adepts of “thinking in the box” and “outside the box”, it is based on “thinking with a box, outside the box and with no box”. In this way, it helps to overcome paradoxes and eventual tensions or conflicts between different visions: solution- vs. problem-driven, technology-push vs. market-pull, shareholder- vs. customer-orientation, cost reduction vs. added value...

The VCW framework has been applied by the VCW Hub across the world in the most diverse sectors and by the widest range of organizations. Its results have been validated amongst startups and companies that are members of the “Fortune 500”, non-governmental and non-profit organizations, consulting firms and scientific research institutes, as well as by universities and academies. To respond to an increasing demand in the Portuguese market coming from a diverse, multiform and fast-changing business environment, a Value Creation Center was created at Nova SBE to apply the VCW in the context of research, training and consulting actions. This center offers a range of products derived from the two decades of experience of the VCW Hub. It offers services for companies, governmental entities and associations. On the other hand, it provides trainings and workshops adaptable to different kind of potential beneficiaries and to the goals that the latter want to reach: for example, the VCW Executive Workshop is meant to address top managers, while the VCW Talent Empowerment was designed for middle managers; the VCW Bootcamp has been thought for entrepreneurs, startups owners and, in a general way, innovators; the VCW Summer School is offered to graduated students willing to deepen their knowledge of the matter and the VCW Research Master Class is dedicated to PhD and Post-Doc students.

The VCW, a powerful tool for social impact

Although the VCW has mainly been adopted by companies and universities around the world to solve managerial challenges, in the recent years it became a powerful tool for social impact, available for other types of entities, such as non-profit organizations and charities. For example, the NGO Refood has already applied the VCW in different occasions. The association aims at reducing food waste by collecting left-overs in restaurant and canteens and redistributing them to people who are facing financial scarceness or instability. In the most recent VCW project at Refood, the CEO defined as a challenge for the VCW team to find volunteers and to increase its network and range of action. In the first place, the VCW helped Refood to discover value, characterizing the context (a Portuguese non-profit organization aiming at eliminating global hunger by reducing food waste, voluntary-based) and identifying the challenge (recruiting volunteers for the headquarters). Second, the VCW allowed to stream solutions and filters through online surveys, questionnaires administrated in universities and interviews with experts. Then, after refining the outcomes of the previous phase through the POKER method, the third step, conducted with the key decision maker, was dedicated to validating the generated solutions and filters and established a ranking for the latter. The fourth phase captured value, applying the filters to the solutions coming from phase 3 through the Value Creation Funnel, and helped to prepare a concept or prototype of the solutions with the highest potential: associations; foundations and online platforms; internal recruitment; local events and meetings. At last, the VCW enabled Refood to develop an action plan and analyze its impact. The final solutions chosen by the organizations were the use of internal emails and events, being this last one considered as the most efficient.

The VCW is an effective means to redefine a professional path – and find new career opportunities – either at a group level (e.g. the VCW initiative at Impact Hub in Lisbon) or individually (e.g. Rita's experience). In this case, the first VCW phase should focus on the identification of one's identity, competences, and desires, and the definition of a personal project. Successively, it is necessary to analyze the environment in which one is planning to act and interact, in order to find the sector where the potential will be exploited in the most efficient way. Then, it is necessary to come out with as many solutions as possible, accompanied by the filters that will enable the selection of the best option.

The relatives of the person searching for career opportunities are crucial stakeholders. On one hand, they can stream a lot of new ideas and offer the most diverse solutions and filters that will add to the one identified with the concerned person, increasing the amount of possibilities and widening the considered sectors. On the other hand, they offer an outside-in opinion that can fill eventual gaps and address limitations inherent in the auto-analysis performed by the project's participants. Indeed, when thinking about ourselves, we always tend to be biased by doubts, hesitations and sometimes lack of self-esteem; contrarily, opinions given by siblings, parents, or close friends can be more objective, widen our personal spectrum of possibilities and raise our own level of self-confidence.

The organization and its background: Girl Move's action in Mozambique

Girl Move is a social organization, founded in 2012 by Luís Amaral, with the objective of enabling the personal and professional fulfillment of young women in developing countries, namely in Mozambique. In this sense, the foundation established an agreement with the Government of the country, which was approved by the Ministry of Women Social Affairs. The organization's statutory seat is located in Amsterdam, and it is regulated by Dutch laws. The management of its

financial activities, support services and administration also take place in the Netherlands. Alexandra Machado is Executive Director; Dorca Nhaca, Operations Manager; and Ana Avillez is Mozambique Director.

Girl Move's financing is achieved through fundraising, or philanthropic investment. The primary funds were donated by the founder, a Portuguese businessman. In the early stages, the financial aspect has been a great challenge, because of austerity in governmental spending and pressure on household expenditures, which negatively impacted fundraising for many charities. The solution operated by Girl Move is to increase its proactivity in contacting other foundations and securing new contracts, alongside with a rigorous cost control.

The long-term goal set in 2012 was to attain attractive results within 3 years of activity, thanks to investments originating from the private sector and social development funds. Besides, the organization started hiring workers to participate in fundraising activities and seek to increase cooperation and partnerships with peer foundations. The main partnerships have been established with an international organization, Population Council, which is an international foundation that carries out research with the aim of fighting health and development problems, and Nike foundation. The latter is running a project named 'Girl Effect' which objectives are similar to those of Girl Move's 'Mwarusi. Acredita em ti.', namely in fostering and facilitating the self-realization and fulfillment of young women in Mozambique, not only on the studies and carrier aspect, but also on a personal point of view (*Annual report-2012*, Girl Move, 2015).

Mozambique is a young, dynamic country, as Carlos could notice as soon as he landed. 50% of the population is less than 15-year old (IDS Mozambique, 2011). Girls aged 10 to 19 are 3 million (INE Mozambique), and teenage girls and women under the age are 10 million – that is 37% of the population (Population Reference Bureau, 2013). Moreover, the economic and cultural

environment is unfavorable to the pursuit of secondary and post-secondary studies, and school dropout is very high in the geographical area. The estimated number of young girls who have dropped out of school is around 72 million: amongst girls, 33% do not continue to go to school after the 5th grade – on the other hand, boys who stop attending classes after the 5th grade are 19% (IDS Mozambique, 2011), which reveals a gender-related inequality. Only 40% of girls complete Primary education, 10% finish Secondary education, and the proportion of Mozambican women who enroll in superior education is as low as 1% (IDS Mozambique, 2011). Thus, early marriages and pregnancies are widespread situations, and constitute a further obstacle to the realization of young women's aspirations to continue higher studies or begin the career of their choice. 48% of women aged 20 to 24 got married before they were 18 (UNICEF, 'The State of the World's Children 2014', in: *Numbers Every Child Counts. Table 9*, 2014), and 39% of teenagers (15 to 19-year old girls) have already been pregnant (IDS Mozambique, 2011).

In such context, to foster women empowerment and gender equality, Girl Move's project was designed using a top-down approach, based on the education of a team of recently graduated female leaders who will, in turn, transmit their knowledge, know-how and vocation to a larger group of younger girls. The strategy here is to bet on the streaming of positive outcomes: not only will the project have the benefit of defining vocations and careers opportunities for the 27 participants, but the effect will also be replicated amongst other members of the same society. The project is meant to have a long-term, sustainable social impact: growing up, the 'mwarusis', in turn, will be able to perpetuate the gains by passing on the teachings to younger siblings, creating a whole ecosystem that promotes employment.

Fostering employability: Girl Move's 'Leadership Academy'

The 'Academia de Liderança' (Portuguese for "Leadership Academy") is a pioneer, advanced program aiming at stimulating social entrepreneurship. It relies on the belief that education of young women, alongside with the promotion of innovative competencies, can have a multiplier effect on a society, and considerably improve the quality of living conditions for people who are vulnerable due to poor economic resources and limited access to infrastructures – namely, health and school facilities, as it is the case in Nampula region.

The fundamental objective of the Leadership Academy is to stimulate vocational development, generating individual projects, allowing the participants to build a satisfying professional carrier and reach their personal goals. One of the main characteristics of the Academy is its strong linkage to Mozambique's culture and history, but also to its potential and current reality. Girl Move's projects aim at giving emphasis to positive social evolution in the community, thanks to the participants' action in the 'Mwarusi' project. In this program, the Leadership Academy members provide tutoring and coaching for younger girls (aged 12 to 15) in Marrere neighborhood (Nampula region), in order to foster feminine empowerment at societal level in the long term. Lastly, to foster opportunities and improve employability for the participants, Girl Move has deployed a wide network of partnerships, both at national and international levels.

The Academy provides a multidisciplinary scholar program, including interaction between all the components and implementation-oriented. This teaching is based on pedagogy and focused on methodology, considered as means to achieve an efficient, active and long-lasting instruction. The academic program is developed during three semesters, at the rhythm of 40 weekly hours, organized around the following themes: lead with the self, lead with the others, and change the world. It started in June, 2015 and ended in December, 2016. The teaching modules include:

Personal Development and Interpersonal Relationships; Leadership through Service; Management tools; Think and Discover the World; Innovation and Creativity; Vocational Development and Tutoring; Mentorship; Information and Communication Technologies; English and Portuguese languages course; Health, Sport and Well-Being. The methodology employed in teaching is quite diverse, creative and innovative, activity-oriented, involving both individual and group work, debates, video viewing and games, photography, investigation and reflection exercises, mentorship, reciprocal teaching and communitarian services (*Programa Avançado de Liderança e Empreendedorismo Social 2015-2016*, Girl Move).

Applying the VCW to the Leadership Academy

Due to the geographical distance between the Value Creation Center based in Lisbon – as well as Girl Move’s headquarters – and the destination of Nampula, the project needed to be carried out in a segmented timeline. The program included three phases: diagnosis (pre-action), application of the VCW (action), and interpretation (post-action).

Pre-action: preparation of the program (Lisbon)

The first period of background research, definition of the expectations and decision-making in Lisbon, corresponds to the application of ‘DIANA’ principles and assumptions. In this stage, Carlos, in articulation with Girl Move team, had a lot of work to do, due to the geographical that brought new challenges to the VCW methodology:

- i) the preparation of the program and its implementation strategy;
- ii) the development of the materials necessary to the application of the VCW method;
- iii) the specification of the common challenge that would be presented to the participants;
- iv) the identification of the people to integrate in the stakeholders group.

Then, he sent all the supporting materials to Nampula and reached the stakeholders to obtain their involvement, through surveys realized on the phone. Through this approach, it was possible to prepare and launch a project at distance, potentiating the partnership with Girl Move before a direct contact with the participants in Mozambique – to happen in a second moment.

Finally, the preparation of the program included the definition of the Key Performance Indicators (KPIs) that would be used to measure the outcomes of the implementation. Objectives were defined at two levels. First, the immediate effect of the project, i.e. the direct impact on the participants' lives. This goal is measured by the final results: how relevantly the program helped the young women to find the right career path. Second, the impact for the organization. This objective would be reached if the participants consider that the VCW was one of the most important aspect of the program, and if the added value of Girl Move's action was increased using the VCW – for instance, compared to the project realized in the former year, when the VCW did not have been incorporated to the program. Concerning the stakeholders, they were identified as the close friends and relatives of each participants. Their action in the first stages of the VCW is very important, because they brought more diversification (meaning an increase in the quantity and quality) in the streaming of ideas and filters. The technical members of Girl Move, leading with the participants – which means that they already knew them – were also identified as stakeholders.

Action: VCW training and implementation (Nampula)

The second step – VCW training and application – was realized in February, 2017 in Nampula, during three complete days and organized in six sessions, including both individual work and group activities (see figure 3). The first encounter was an introduction to the VCW, aiming at improving the participants' knowledge of the tool used to attain the objective. The second meeting had the objective of defining and discovering value in the process of building a professional carrier

and the third aimed at creating value in the identification of a professional project, while the fourth and fifth session, respectively, aimed at validating and capturing value in a professional project (see Annex 1). The sixth and last meeting was dedicated to the presentation of individual proposals, final discussions and evaluations.

Figure 3: Training sessions organized in Nampula by Carlos Reis Marques



Source: Carlos Reis Marques

- 1) Tap: The first step of the VCW, in the present case, had already been realized (at distance). Indeed, the preparation carried out in the VCW Center at Nova SBE, prior to the beginning of the sessions in Nampula, had defined a common problematic for all participants: “What can I do in my future professional life that will have an impact in the world?” This stage required to define the context and foundations of the projects, considering both internal and external dimensions to obtain a clear perspective and specific knowledge of the market (area in which the participant could realize her career), product or service (principal characteristics of the services that the participant could offer on the job market), and resources available (specificities of the eventual team to involve in the project, considering their knowledge and competences).

- 2) Induce: To collect the maximum number of possible solutions and filters, each participant was invited to think about what they would like to do in their professional life, and what criteria would be the most important in their decision-making process. In this stage, the stakeholders' involvement was crucial. Taking in consideration the characteristics of the project, this effort was developed prior to the sessions with the participants: Girl Move contacted all the stakeholders by phone, using a rigorous, common approach to collect their input. Firstly, it led to stream a higher number of potential solutions and applicable filters, and helped the participants to discover and explore opportunities that could have been left unconsidered. Secondly, the stakeholders – i.e., some of the closest relatives: parents, siblings, friends, boyfriends – complemented and enriched the auto-analysis performed by the participants, highlighting personal qualities and competences that the young girls in question could have forgotten to mention. Besides the individual reflection done by each participants and the suggestions coming from the stakeholders, the realization of group discussions increased the number of ideas and criteria to be applied. At this stage, the average number of potential solutions and filters streamed by the participants (with the help of the stakeholders) was respectively 11 and 12 (see Annex 2).
- 3) Analyze: At this point, the participants were asked to evaluate the solutions and filters that have been found during the 'Induce' phase, in order to decide if they are worth to be kept in consideration. This process is executed with the help of the Poker method, a tool that is often combined with the VCW, consisting in focusing on each potential solution and filter, and, after analyzing each idea/solution and filter/criteria, deciding to take one of the following actions: keep (maintain the idea in consideration as potential solution), multiply (develop the idea to increase its effect), review (keep the idea in mind, but redefine or rework it to improve it) or

kill (stop considering the idea as a potential solution). This was done through moments of group working and individual activities. Once the solutions and filters have been selected, the next step was to rank the filters according to the relative importance that the participants give to each one of them. At this point, the average number of solutions and filters selected by each participant was respectively 7 and 9 (see Annex 2).

- 4) Ground: The application of filters to all potential solutions is called Value Creation Funnel (VCF). It aims at eliminating the superfluous propositions, meaning the ones that do not correspond to the criteria identified as filters. The filters are organized in a logical sequence, respecting the ranking defined in the previous stage. At the end of the funnel, each participant comes up with one solution (or a couple of solutions), which is the most appropriate given the chosen selection criteria. We can observe that the solutions chosen through the VCF are quite detailed and realistic, allowing the participants to define a professional project. This project will be developed in the next stage.
- 5) Operate: After developing an abstraction of the appointed solution(s), each participant would draw a concept to express the embedded value proposal: the VCW is concluded by the elaboration of an action plan. In the present case, each participant builds her personal Business Model Canvas, by defining her Key Activities, Key Resources, Partner Network, Value Proposition, Customer Segment, Customer Relationships, Channels, Cost Structure and Revenue Stream (see Annex 3). This model helped the participants to have an overview of the concrete actions to be taken in order to realize the career project that had just been defined.

Post-action: results analysis and interpretation (Lisbon/Nampula)

Finally, this third stage, carried out simultaneously in Lisbon and Nampula, was dedicated to analyzing and reworking the results, to come up with a final evaluation of the program's outcomes,

and namely, the impact of the VCW integration to the project. This step led to the conclusion of the VCW application referring to the outcomes of the projects at different levels (the effect on the participants' lives and the impact for the organization), through the evaluation of the KPIs. The KPI were measured through the administration of an enquiry amongst the participants (see Annex 3). The latter revealed that expectations were met amongst the participants, who considered the program as a constructive, enriching experience. They enjoyed to learn the content, and will apply it to their future career. One of the participants stated that other groups should also benefit from the VCW implementation, and that the duration of the action could be extended, so that the teachings would not be so condensed, for each notion and concept to be explained, clarified and experienced more deeply. This young woman had already started the Leadership Academy, the previous year (when the VCW was not yet part of the content), but could not participate until the end and carry out the whole project because in the meanwhile she got pregnant. She entered again in the program in 2016/2017, and this time went through all the steps of the VCW implementation. In her final report, she expressed her satisfaction with the use of all the strategic tools, and specified that the VCW brought a huge added value to Girl Move's project, compared to last year.

Lessons learned and actions to be taken

Amongst the benefits brought by the project, we can consider not only the definition of vocations and construction of professional perspectives, but also the improvement of the participants' self-esteem and self-awareness. While going through their individual Business Model Canvas, the participants were required to go through a deep analysis of their strengths and resources, both at personal, academic, professional and financial levels. This was a fruitful process because it allowed them to discover their own value as young, educated women entering the job market. Furthermore, they faced the need to analyze their external environment (both on societal and


professional aspects) to find the solution that would be most appropriate: this work provided them with a more accurate overview of the various opportunities they could seize.

In the end of the sessions in Nampula, a survey was administrated for the participants to share their opinion and feedback about the outcomes of the experience. The global evaluation was extremely positive, showing the vast level of benefits brought by the application of the VCW in Girl Move's project. Despite the significant geographical and cultural distance between Portugal and Mozambique, the average grade given to the training was 4.3/5, and the average grade received by the project executive and trainer Carlos Reis Marques was 4/5. The main strengths of the program were the high quality of the knowledge transfer, both through simple examples of management cases, reinforced by marketing and management concepts; the program structure, which allowed learning to use the VCW through discovery and entertainment; the efficiency of the VCW framework used to identify key factors in the choice of the right career options; the competencies and professionalism of the project executive, who demonstrated a wide knowledge and know-how, and adopted the adequate pedagogy.

In despite of the excitement raised by the globally positive results of the program, Girl Move's CEO needed to stay rational and think about the future. The VCW looked very attractive in all its aspects, but it also implied some expenses. Now while the participants in 2017 Leadership Academy were getting ready to come to Lisbon for the last step of the process, Alexandra was busy trying to solve the dilemma: should Girl Move continue to invest in the VCW?


ANNEXES

Annex 1: VCW questionnaire administrated to the participants




Phase 1: How to discover value?
 -> Defining the context and foundations, considering the internal and external dimensions in order to obtain a clear perspective and a specific knowledge of the market, product/service and team/resources affected;
 -> Challenge/problem to solve: Definition of the problem to solve or challenge to face.

| Market, Product and Team | |
|--|--|
| Market: (Identify the Market where you pretend to exercise your professional activity) | |
| Product/Service: (Identify the principal characteristics of your service/products to develop, in what distinguishes them and make them unique) | |
| Team: (Identify the specificities of the eventual team to involve, considering knowledge and competences) | |
| 1. TAP – What is/are the challenge(s) or problem(s) to solve? | |
| Challenge/problem: WHAT CAN I DO IN MY FUTURE PROFESSIONAL LIFE THAT WILL HAVE AN IMPACT IN THE WORLD? | |



Phase 2: How to create value?
 -> Inducing solutions: streaming ideas/solutions to respond to the challenge/problem;
 -> Inducing filters: streaming filters/criteria to select ideas/solutions.

| 2. INDUCTION OF SOLUTIONS | |
|---|--|
| 2.a) Ideas generation: (Reflect, discuss and register potential ideas/solutions to the challenge(s)/problem(s) identified) | |
| 2.b) Filters generation: (Reflect, discuss and register potential criteria/filters to apply in the selection of the best ideas/solutions) | |



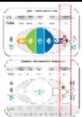
Phase 3: How to validate value?
 -> Decision makers: analysis of the previous ideas/challenges and establishment of the filters' ranking.

| 3. ANALYSIS (Selection) | |
|---|--|
| 3.a) Selection of solutions: (Select the best ideas/solutions that should pass) | S1: S2: S3: S4: S5: S6: ... Sn: |
| 3.b) Selection of filters: (Select the filters to apply) | F1: F2: F3: F4: F5: F6: ... Fn: |

[illegible]

- > Applying the Value Creation Funnel (VCF) to reduce the number of potential solutions;
- > Designing the concept/prototype for the final solution(s).

| 4. GROUND (VCF – Value Creation Funnel) | |
|--|--|
| Initial solutions: (List of all solutions) | |
| Filter 1: (Application of Filter 1) | |
| Solutions: (List of remaining solutions) | |
| Filter 2: (Application of Filter 2) | |
| Filter ...: (Application of Filter ...) | |
| Solutions: (List of remaining solutions) | |
| Filter ...: (Application of Filter ...) | |
| Solutions: (List of remaining solutions) | |
| Filter n: (Application of Filter n) | |
| Solutions: (Final solution(s)) | |



- > Operationalizing: Go, No-Go or Go-back. Design of the Model and Business Plan and/or application of the 3M method, amongst others, to support the final decision;
- > Identifying the next challenges and critical points.

5. OPERATE (BM and/or 3M)

The Business Model Canvas

Men (people):
(Estimate the number of people who will be necessary for the project)

Minute:
(Establish the roadmap/calendar for the project)

Money (financing):
(Calculate the financial needs for the project)


Annex 2: Solutions and Filters streamed and selected (Phases 2 and3)


| Name | Surname | Solutions streamed | Solutions selected | Filters streamed | Filters selected | Final prototype |
|------------|----------------|-----------------------|-----------------------|---------------------|---------------------|--|
| Belarda | Mondlane | 7 | 4 | 15 | 4 | Work in an NGO helping women to develop economic activities |
| Bernadete | Calande | 10 | 8 | 15 | 9 | Work with children in orphanage or nursery, in my area of training: Educational Psychology |
| Bernadete | Jerónimo | 14 | 5 | 11 | 6 | Environmental preservation |
| Berta | Guambe | 25 | 9 | 13 | 9 | Work in restorative projects in degraded areas |
| Egnália | Domingos | 7 | 5 | 8 | 5 | Teacher (social entrepreneur)/ Volunteer work in orphanage |
| Ermingarda | Ferreira | 11 | 7 | 9 | 7 | Work in the Human Resources for the public sector |
| Esmiralda | Pirilau | 11 | 9 | 11 | 7 | Consulting in Accounting and Auditing/Mozambique Stock Exchange/Public companies and NGOs |
| Etelvina | Frederico | 10 | 6 | 10 | 6 | Jugde/ombudswoman |
| Jubeda | Majaja | 7 | 5 | 13 | 9 | Sociologist/Social Services/ University teacher |
| Lurdes | Aristides | 10 | 5 | 13 | 13 | Public Relations |
| Mariza | Adriano | 9 | 9 | 9 | 9 | Lawyer |
| Muanesse | Omar | 10 | 6 | 11 | 11 | Teacher/Journalist |
| Nelvina | Angela | 9 | 8 | 13 | 13 | Public Health/medicine/research |
| Noralita | Botomane | 10 | 8 | 15 | 11 | Educator /Psychologist/Assessor |
| Notilija | Vilanculos | 14 | 8 | 15 | 10 | Researcher in Agriculture area/ University teacher/Agricultural consultant |
| Olga | Paulo | 17 | 13 | 10 | 8 | Education management, planning and development area/Educational institutions |
| Rosa | Nota | 14 | 7 | 12 | 8 | English teacher |
| Rosa | Pedro | 13 | 8 | 9 | 8 | Extencionista Agraria |
| Sílvia | Cumbana | 15 | 7 | 10 | 7 | Analyst/Monitoring and assessing officer/Assessor |
| Sílvia | Malachi | 10 | 6 | 16 | 12 | School management |
| Sudanaily | Mufambira | 8 | 5 | 15 | 15 | Marketing in the area of agrobusiness |
| Teresa | Sande | 11 | 5 | 13 | 8 | Collaborator in NGOs for human, civil and politic rights/Jurist in firms' RH department |
| Vânia | Cassambai | 8 | 5 | 12 | 12 | School management |
| | Average | 11.3 | 6.9 | 12.1 | 9.0 | |

Annex 3: Business Model Canvas – Example: Vânia Amélia Cassambai

| | | | | |
|--|--|---|---|---|
| KEY PARTNERS -Ministry of Education -Universities -Teachers -Language Institutes -Charities -Girl Move. | KEY ACTIVITIES -Masters in Communitarian Development: 2.5 yrs -Graduation: 1.5 yr -Leadership trainings and workshops: 6 mths -Volunteering training -Language course: 6 mths -Computer course (Excel and Word) -Improve CV. | VALUE PROPOSITION -Competences in Educational Administration and Management -Dynamism -Capacity to solve conflicts -Competences in ‘win-win negotiation’ -Leadership through service -Leadership of communitarian projects -Ability in scholar and activities planning. | CUSTOMER RELATIONSHIPS -Universities -Institutes -Schools -NGOs -District services. | MARKET SEGMENTS -Give classes -Management of physical, material and human resources -Resources administration -Taking care of children with special needs -Educational projects |
| | KEY RESOURCES -Participation in workshops -Masters in Educational Administration and Management -Knowledge of languages and computer -Courses in various areas. | | CHANNELS -Application for Masters program -Application for job position -Interviews -Participation in workshops of empowerment | |
| COSTS STRUCTURE 36.000 ----- Masters program 10.000 -----Language course 7.000 -----Training in Communitarian Development 28 -----Graduation 3.000 -----Volunteering training. | | | REVENUE STREAM -Family’s help -Salary -Own savings. | |

Annex 4: Satisfaction enquiry – global results

|  | | Trainer: Carlos Reis Marques 24h training from Febr. 15 to Feb. 17, 2017 EVALUATION: VALUE CREATION WHEEL WORKSHOP | |
|--|--|--|--|
| Training evaluation | | Average grade (scale: 1 to 5) | Some individual comments |
| GLOBAL.....4.3/5 Expectations.....4.2/5 Materials.....4.2/5 Documentation.....3.9/5 Duration.....3.4/5 Personal impact.....4.1/5 Professional impact.....4.4/5 Theory/Practice.....4/5 Program.....4/5 | | | <i>"I suggest that the other class should also have the opportunity to receive this training and that the duration should be revised."</i> <i>"It has been an enriching experience and I liked to have learned the contents. I will for sure put in practice what has been taught."</i> |
| Trainer evaluation | | Average grade (scale: 1 to 5) | |
| GLOBAL.....4/5 Motivation.....3.8/5 Debate.....4/5 Doubts clearing.....3.7/5 Knowledge transfer.....3.9/5 Knowledge.....4.5/5 | | | <i>"It was a lot of things in a short time, I believe that if we had more days it would be more productive; it has been productive and very demanding, but in the end everything went well."</i> |

|  | | Trainer: Carlos Reis Marques 24h training from Febr. 15 to Feb. 17, 2017 EVALUATION: VALUE CREATION WHEEL WORKSHOP | |
|--|--|---|--|
| Strengths | | Points to improve | |
| <ul style="list-style-type: none"> • Trainer's capacity to transfer the techniques through simple examples of management; strong knowledge of management and marketing; • Good structure of the program; • Learning, discovering and entertainment; • Good capacity to transfer the contents and good use of material adapted to the content; • Efficiency of the methodology used to find the determining factors in the choice of the right career; • Trainer highly qualified, demonstrated mastering in what he says and does. | | <ul style="list-style-type: none"> • Duration of the training: due to the complexity of the tool, it should not be condensed in 3 days; • Do not focus too much in the entrepreneurial scope because it might be confusing for the participants; • Be more objective when clearing doubts; • Adapt language for people who do not have notions of management and focus more on the question of career and employment ; • Audiovisual means (improve); • Create more methods for motivation. | |

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